

VISION

Our vision is that all children will have strong foundational skills and abilities of language and literacy, thinking and reasoning. Based on this strong foundation, all children will learn and grow to their full potential.



MISSION

By 2020, our goal is to influence classroom practice of 75,000 teachers and teacher educators in collaboration with state governments.

This will impact learning of 7,00,000 children in government schools.



Language and Learning Foundation was founded a little over three years ago. This has been an exhilarating and rewarding journey. We have made significant achievements during this time, especially in the past year.

Let me begin by highlighting how LLF's professional development courses are making a significant impact in all five states, viz. Chhattisgarh, Haryana, Uttar Pradesh, Bihar and Rajasthan. Teachers and Cluster Academic Coordinators who have completed LLF's 9-month course on early language and literacy in Chhattisgarh are working for SCERT as resource persons for training of master trainers and helping write training modules for state-wide in-service training of teachers.

Several teachers who have graduated from LLF's courses in Uttar Pradesh have organized professional learning communities (PLCs) and are transacting the same courses in voluntary meetings and workshops with primary school teachers. In Haryana, block level resource persons who graduated from the 9-month course are now members of the State and District Resource Groups for language and are designing and implementing a learning improvement program in Kurukshetra district. These are only a few examples of how teachers and teacher educators who have completed LLF's professional development courses are being recognized for their knowledge, skills and improved classroom practices.

The 9-month course on early language and literacy is now recognized as a diploma in Chhattisgarh. The Haryana School Shiksha Pariyojana Parishad (HSSPP) has initiated a project called 'Prarambhik Bhasha Shikshan' in 180 schools in Kurukshetra district for improving teaching-learning of language in early grades with LLF support.

We strongly believe in working closely with the state education system. In all our work, we are very focused on developing the capacity of resource persons and educational administrators within the education system to ensure that early language and literacy improvement work is sustained. We have signed MOUs with the governments of Bihar, Chhattisgarh, Haryana and Rajasthan and collaborate with SCERT/SSA in all the states.

This was a year of significant creation of new academic content and courses. The new 3-month course for Cluster Academic Coordinators is being finalized. Work on several new short, 1-month courses has been initiated. A Resource Pack with handouts, videos and activity handbooks is under development for teacher educators and block/cluster academic personnel to enable them to provide more effective academic support to teachers. A 4-month multilingual education course is due to be launched soon.

We are grateful to the Central Square Foundation and Tata Trusts for their continued support for our Strategic Plan (2017-2020). UNICEF has been instrumental in supporting LLF programs in Chhattisgarh, Rajasthan and Bihar.

We look forward to the next year to consolidate, enrich and scale our work and for institutionalizing systematic evaluations of our programs. The biggest reward for us is when we see classrooms where children are actively engaged in talking, reading with comprehension, thinking and reasoning, and writing independently. LLF's vision is to support and catalyze such transformation in thousands of schools in the country in the coming years.

Dhir Jhingran

THE JOURNEY SO FAR

GENESIS

As revealed by the findings of the National Council for Educational Research and Training's (NCERT) National Achievement Survey (NAS) 2017 students in Class III got an average of between 63 and 67 per cent marks in environmental science, language and mathematics. In Class V, the average scores fell by about 10 percentage points to 53-58 per cent, and in Class VIII this fall was sharper.

Early literacy and numeracy are the foundation for future learning. If these are not developed fully and equitably in the early years, children will not be able to catch up in later grades with school texts becoming more dense and abstract. Therefore, strengthening teaching-learning for developing early literacy skills among students is crucial.

With this conviction, the Language and Learning Foundation (LLF) was formed in 2015 with the aim of developing and implementing a variety of professional development opportunities for teachers, teacher educators and other stakeholders in the area of early grade student learning with a specific focus on language and literacy. The rationale behind this focus on developing early grade literacy among students can be understood from the following problem statements:



Lack of continuous professional development of teachers:

- Just 5-6 days of training annually
- Teachers unequipped to promote active learning in the classroom

Inappropriate classroom practices:

- Focus on choral repetition and copy writing

Poor foundational skills:

- Lack of fluent oral expression, reading with comprehension and independent writing skills

Low learning levels:

- Focus on rote memorization
- Students unable to use language for higher order thinking, reasoning and communication

OUR APPROACH

Based on our understanding of the root problem, our approach comprises of three major strategies:

- ✓ *Providing continuous professional learning to all key stakeholders like teachers, teacher educators and NGOs*
- ✓ *Providing technical support to field based programmes for early grade reading and multi-lingual education in government schools*
- ✓ *Building and sharing knowledge and advocating by collecting evidence, conducting policy research and developing and disseminating resource material for practitioners*

LLF is committed to improving the teaching-learning for language and literacy development in early grades as also multi-lingual education.

OVERVIEW OF THE LAST TWO YEARS

2015-16

Development of an 8-month robust-modular Early Grade Reading (EGR) distance learning course in Hindi, designed using various professional development methods to improve conceptual and classroom practices in early grade literacy and language (ELL).

The balance sheet at a glance

INCOME	EXPENDITURE	
INR 36,70,451.24	Program related	INR 24,81,864.63
	Administrative related	INR 1,01,647.46
	Capital	INR 6,990.00
	Total	INR 25,90,502.09



- A. Successfully implemented the first batch of the 8-month blended distance course on early literacy and language called Prarambik Bhasha Shikshan – Siddhanton se Kaksha Tak. The course had 102 participants from five states of which only 12 per cent dropped-out.
- B. Provided direct technical support to the Government of Rajasthan through a focused pilot project. Under this Ma-badi centres have been set up by the Tribal Area Development Department (TAD) of Government of Rajasthan to bring tribal children living in remote areas into the fold of mainstream education. Since these children have a



a different home language, they faced a strong disadvantage in learning in Hindi which is an unfamiliar language for them. This project was intended to develop a strong language and literacy approach including children's first language in early grade classrooms and follows a systematic second language teaching pedagogy to help the children become fluent in speaking and improving their literacy levels in the state language (Hindi) in the early grades. The initiative covered 30 MBCs from across three districts on a pilot basis – Udaipur, Dungarpur and Banswada. A situational analysis of the project was completed in January 2017.

- C. In alignment with LLF's conviction of providing continuous professional development, it was envisaged that there should be a mechanism to continue our

association with our participants even after the course got over. This helped in the continuation of the learning journey that LLF started with its participants as members of the community were expected to help, support and enrich each other's learning by creating new knowledge by experimenting and innovating and sharing their learning and practices on different aspects of education. A portal, *Bhasha ki Duniya* (The World of Language) has been set up through which we can continue to be connected with the participants. State-wise WhatsApp groups help in instant communication and sharing.

The balance sheet at a glance

INCOME	EXPENDITURE	
INR 12348080.76	Program related	INR 1,17,15,987.87
	Administrative related	INR 2,17,937.89
	Capital	INR 1,21,206.00
	Total	INR 1,20,55,131.76

THE REPORTING YEAR – 2017-18

In keeping with our goals and strategic approach we conduct various programmes focused on early grade reading bucketed into the categories of continuous professional development, knowledge sharing and providing direct technical support to the states. We present an overview of our interventions here.

I. CONTINUOUS PROFESSIONAL DEVELOPMENT

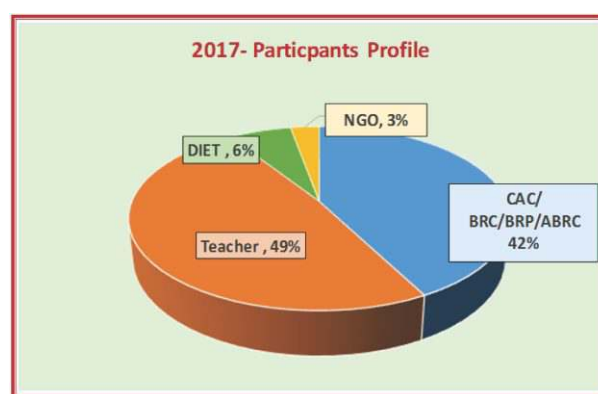
A. Long-Term Course on Early Language and Literacy (ELL)

- In 2017-18, the second batch of the course was successfully completed in March 2018 with 206 participants including teachers, teacher educators and teacher facilitators. Of these 181 participants completed the course. Thus, the completion rate for this year was 87.8 per cent. Following is the state-wise and category-wise distribution of participants who completed the course:

	Bihar	Chhattisgarh	Haryana	Rajasthan	Uttar Pradesh	Total
Teacher	25	39	0	14	24	102
CAC/BRC/BRP/ABRCC	4	27	29	1	1	62
DIET/SCERT faculty	8	0	0	1	2	11
NGO	0	3	0	3	0	6
Total	37	69	29	19	27	181

CAC : Cluster Academic Coordinator
 BRCC : Block Resource Centre Coordinator
 ABRCC : Assistant Block Resource Centre Coordinator
 BRP : Block Resource Person
 DIET : District Institute Education & Training
 SCERT : State Council of Educational Research & Training

State	Total Participants 2017
Bihar	42
Chhattisgarh	78
Haryana	37
Rajasthan	21
UP	28
Total	206



What people say...

“Language is the base for all learning and therefore the major focus of primary grades should be to develop strong language skills in children. This course provides teachers with many ways to develop language and literacy skills without a prescriptive design. It is left to teachers to decide which strategies and activities are best suited to their classroom children and situation”

Dr. M. Sudhish, Assistant Director, SSA, RGSM - Chhattisgarh

- Simultaneously, the following initiatives were also taken up:

1. *ELL Course Revision*

This followed a three-fold process:

- Revision of course structure- Based on feedback from the participants of the 2016 batch and a review of the results changes were made to the design of the course.
- Course design- This involved a review and modification of the presentation, language and engagement quotient. This was done with external consultations.
- Course content- Simplifying the presentation of concepts, sequencing and adding more tasks to make the approach more deductive in nature rather than stating all the principles upfront.

2. *Videos for the course*

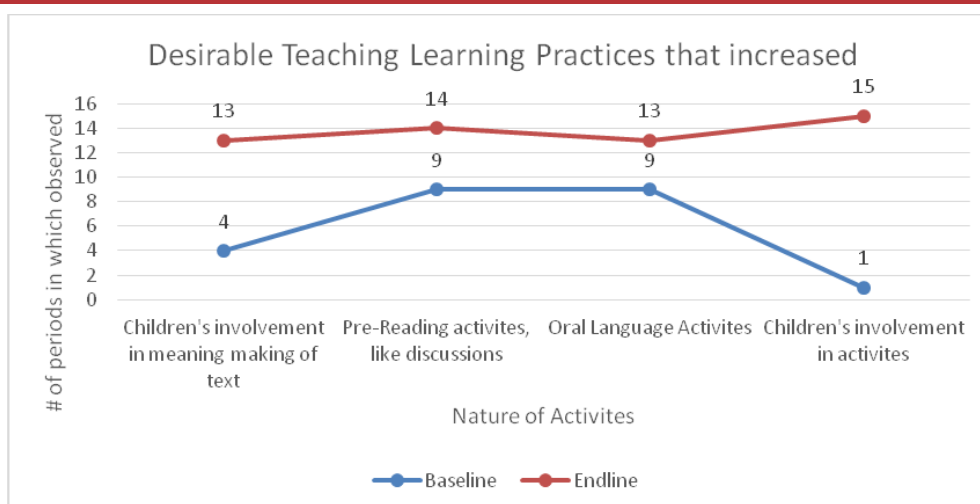
- About 15 topics were identified for creating instructional videos to be used in the LLF's professional development programmes on key topics for ELL.
- Created and finalized scripts for six videos.

3. *Evaluation of 9 month course*

An evaluation study on the impact of the 9-month course conducted in 2017 had the following findings about teachers' behaviour and attitudes in classrooms:

AREAS WHERE DRAMATIC IMPROVEMENTS WERE SEEN

- The understanding that students' home language and school language are almost always different
- Interaction amongst students in the classroom has a positive effect on learning
- Asking the right kind of questions in the classroom has a specific pedagogic purpose
- Literacy consists of listening, speaking, reading and writing with thinking and understanding



IMPACT HIGHLIGHTS OF 9-MONTH COURSE

- LLF professional development programs received official support from government agencies like SCERT and SSA.
- Master trainers use LLF resource materials to design their own training programs.
- Teachers and master trainers are involved in state level language resource groups.
- LLF course participants are involved in curriculum reform, textbook revision and resource material development for language and literacy.
- LLF course participants were state resource persons for training of over 2700 cluster academic coordinators.
- DIET Raipur designed a training program for teachers of the district, based on the LLF course.
- The course videos are being used in the official sites of State SCERT like in UP and CG
- The 9-month course has been recognized as a Diploma Course by Pandit Sundarlal Sharma Open University, Chhattisgarh

I want to teach Classes I and II: Ms Khenim Sahu

Ms Khemin Sahu, an enthusiastic teacher in the Government Primary School, Bemcha in Mahasamund, Chhattisgarh was a participant of the 2017 batch of the Prarambhik Bhasha Shikshan certificate course.

Though she taught Classes III-V, she moved to teaching Class I while doing the course. Ms Sahu states that she has gained an understanding of the concepts and strategies of language teaching after the course which has helped her in improving the classroom learning environment to ensure children's active participation. For example, she did not know about phonological awareness being an important concept before teaching decoding. After completing the course, she introduced many phonological awareness activities among Class I children through different games and activities. As a result, most of her Class I children could recognize first, last and middle sounds of a given word.

Regular and informal evaluation has also become a norm in her approach. In her words, “To monitor regularly to assess the learning levels, I divide the children into small groups or pairs – depending on the activity – and allot tasks to each group. This helps me in evaluating if a child has learnt or if he/she needs more practice.”



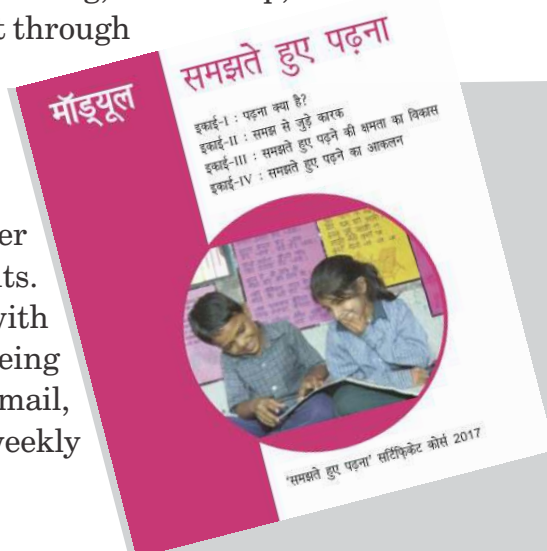
Ms. Sahu in her classroom

B. Short-term courses

Short-term courses aim to give practice-based specialized knowledge and an in-depth understanding of key components of early language and literacy development. These are designed as follow-up courses and are offered largely to participants who have successfully completed the long-term course.

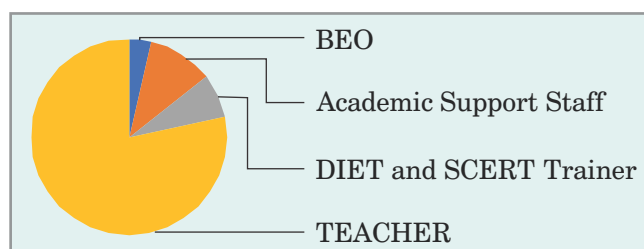
Each course comprises of one module to be completed over a period of four weeks (20 hours of study and practice). This module has elements of core reading, a workshop, fieldwork, expert call, conference call and regular support through various media. The module is accompanied by an audio guide to better understand the content and encourage the participants to think critically about relevant topics.

- The first short-term course was conducted in September 2017 on reading comprehension with 83 participants. This course was made available in a blended format, with the module being sent by post, constant guidance being provided by mentors through WhatsApp and e-mail, sending various instructional videos on a CD and weekly conference calls.



Most of the participants enrolled for the course were teachers.

Teachers	65
BRPs/CACs	9
BEOs	3
DIET Faculty	5
SCERT members	1
TOTAL	83



- A course on beliefs and attitudes titled *Badlaao Ke Saathi* - Changemakers Course was made available to Cluster Academic Coordinators (CACs) in Chhattisgarh. The course started in February 2018 with a 3-day workshop which was followed by distance learning for one month. At the end of the month, the CACs worked directly with teachers in selected schools for a period of one month to show change at classroom level. In all 17 CACs from Chhattisgarh enrolled for the course.

- Other short-term courses being developed include:

- ✓ Identified four topics for short-term courses - Assessments for Language and Literacy, Writing Skills of Children in Early Grades, Classroom Observations and Mathematics Word Problem.
- ✓ Developed course structure for a course on writing and initiated research and writing work for this.
- ✓ Started work on developing the course on Mathematics Word Problem.



C. Three-month course on ELL

Based on feedback from state governments and the participants, the process of developing an abridged version of the long-term distance course on ELL was initiated. The Government of Chhattisgarh was keen to roll-out this course for CACs, whose primary responsibility is the academic monitoring of schools and providing on-site support to teachers. Responding to the Government of Chhattisgarh's request, the 3-month course was developed by customizing it to suit the needs of the CACs in the state.

D. Course on Multi-lingual Education (MLE)

After consultations with a core team the first version of a distance learning course on MLE has been developed. This is a 16-week blended course designed for teachers, teacher educators and state resource persons. The course aims to develop effective literacy practices in early grades for children from diverse linguistic backgrounds where the home languages are different from the school language. The participants may take up this course even if they have not completed either the long-term or the short-term ELL courses.



II. TECHNICAL SUPPORT FOR FIELD PROGRAMMES

LLF believes that working comprehensively with states is critical for its individual interventions reinforcing each other and scaling up our impact at a systemic level. The State Councils of Educational Research and Training (SCERTs), Sarva Shiksha Abhiyan, District Institutes of Education and Training (DIETs) and education departments are enthusiastic to support improvements in the teaching-learning process for language and literacy in early grades. Hence, LLF has provided direct technical support to governments in a consultative capacity largely through conducting focused pilots. These interventions are designed based on specialized requests from the states.

LLF and the Haryana School Shiksha Pariyojna Parishad (HSSPP) signed a Memorandum of Understanding (MoU) on 9 August 2017 for mobilizing resource persons in teaching Hindi in primary schools. The objective of this intervention is strengthening the academic support that can be provided by State Resource Groups including BRPs and ABRPs to Hindi teachers, and also developing a state specific early literacy and learning package. The main focus of the programme is on building capacities of state resource persons in terms of conceptual knowledge and classroom practices to effectively support teachers in the literacy and language development process in the early grades and to implement the developed literacy package in one district. Technical support for implementing the pilot in one district to demonstrate improved student learning is also being provided. The identified district is Kurukshetra and the initiative includes the following components:

Component 1	Capacity building of education system in Haryana
Outcome 1	<i>Improved children's outcomes for Hindi at the end of Grade 2 in Haryana</i>
Component 2	Continuous professional development of teachers and teacher educators
Outcome 2	<i>Improved teaching-learning practice of Hindi in Grades 1 to 3 in States of Haryana, Rajasthan, Uttar Pradesh, Bihar and Chhattisgarh</i>

Till March 2018, the following activities had been completed:

- Situation analyses done in two districts in Haryana – Rewari and Kurukshetra - with the objective of understanding the approach to teaching language and literacy, teaching-learning practices, learning achievements of children in early grades and literacy related teachers' beliefs and perceptions.

Key Findings of Situation Analysis

1. Among class 2 children, 30% could read simple words (words without matra) and only 12 % were able to read words with matra.
2. In reading comprehension only 7% children were able to answer 4 out of 5 questions correctly.
3. 52 % teachers believe that lack of teachers is the most important reason for poor learning skills of children whereas 28 % teachers think, parents support to children at home is the main reason behind it.

- Formation of SRGs and DRGs: A SRG was formed with 32 members comprising Block Resource Persons (BRPs), teacher educators and teachers from different districts in the state. Similarly, a District Resource Group (DRG) for Kurukshetra district was formed with 23 members. Both, DRG and SRG helped in developing the programme design and material.
- Capacity building workshop for SRG: A workshop was organized at SCERT, Gurugram on 6-9 February 2018 for SRG's orientation on early language and literacy. The LLF team facilitating the sessions at the workshop.

- Orientation of DRG: The DRG was oriented on 21-24 February 2018 and 26-27 March 2018 in Kurukshetra about the findings of the situation analysis and an understanding of early language and literacy skills and its various components. They were also given a demonstration on language development and emergent literacy activities.



RAJASTHAN

The project initiated to support the Ma-badi centres in 2016-17 continued through FY 2017-18. From the situational analysis it was found that children's home language was a Wagdi-Mewari mix in Udaipur district. As the intervention was focussed on Wagdi-speaking children, it was decided to drop Udaipur district and 10 more centres were taken up in Dungarpur district to maintain the target number of MBCs at 30.

During 2017-18, following components were completed:

- Development of the instructional design
- Development of story instructional material (cards, grids, work-books, books, poem posters, activity handbooks, teacher guides and children's story books in children's local language and Hindi)
- Teacher training and follow up



Rajasthan MLE materials

To take the initiative forward, a MoU was signed between the Government of Rajasthan and LLF in February 2018.

CHHATTISGARH

In 2016, LLF had successfully completed the first 9-month course in Chhattisgarh with active support from SSA and UNICEF in which 16 government nominees from the state participated. These 16 government members comprised of teachers who serve as master trainers and teacher educators from SCERT and SSA. The current initiative was envisaged to build on the momentum of the 2016 programme and also to help in creating an active community of learners who are skilled in nuances of teaching strategies for literacy and language learning in the early grades and who will also equip CACs to support teachers in improving their classroom practices. The key objectives of the project are:

- Building capacities of nominated teachers and CACs (from the 2016 cohort and the

fresh group of 2017) in terms of their conceptual knowledge so that their understanding of activities for language teaching is enhanced. CACs are equipped to provide effective support to teachers to improve teaching-learning in language and literacy.

- Support to the Education Department and the Rajiv Gandhi Shiksha Mission in the areas of policy and academic reforms provided.
- Efficient and effective management of the project.

In addition, 71 government nominated participants were enrolled for the 2017 batch of the 9-month course on ELL. An MoU was signed in December 2017 for comprehensive coordination between the Government of Chhattisgarh and LLF in the coming years.

RIPPLE EFFECT OF LLF'S 9-MONTH COURSE IN CHHATTISGARH

The month of July 2017 had witnessed a very unique event in the history of Chhattisgarh's school education. Perhaps for the first time in the country, a group of government teachers voluntarily came together to organize a training workshop for their own professional development on early-grade language and literacy development at their own cost! The workshop was organised on 28, 29 and 30 July 2017 in Brijraj Primary School, Mahasamund with 50 participant teachers from 10 districts. Mr. Om Narayan Sharma, an alumni of the 2016 course Prarambhic Bhasha Sikshan, the long-term distance learning course on early-grade language and literacy development (ELL) conducted by Language and Learning Foundation (LLF), took the lead in organizing the training workshop. He was supported by 17 other fellow teachers who were resource persons in the workshop; among them 5 were from the 2016 course and 12 were the participants of the on-going 2017 cohort of the LLF long-term course. This historic initiative had reinforced LLF's belief in continuous professional development. Clearly, the impact of LLF's professional development is going far beyond the participants who completed different courses. The programs are becoming a catalyst for a wide range of teacher community-led initiatives.



UTTAR PRADESH

- LLF is working with the Mathura DIET in Mathura district to help teachers in addressing the issues coming up due to the gap between home language and school language. In Mathura, the home-language of most the children is Braj. LLF had initiated the process of developing local language material both in the home language (L1 - Braj) and in the school language (L2 – Hindi) for Classes I and II under MLE. Through action research, this material was tried in real time classes by seven teachers in Mathura.
- A technical support process was initiated to develop the early grade reading paper under SCERT-UP's Basic Training Certificate (BTC) course. Under this the following activities were completed:
 - Framework for the paper was developed and shared with SCERT
 - First drafts of three to four topics were developed and revisions done
 - Discussions with designers to develop a template for student and teacher handbooks carried out

Ripple Effect of LLF's 9-month course in Uttar Pradesh

Mr Mridul Sharma, Headmaster, Govardhan Primary School, Mathura was a course participant from Uttar Pradesh. He is the founding member of a small group of self-motivated teachers in Mathura district - Khitiz Nai Ummidon Ka. The group meets every month to discuss issues related to teaching and learning in primary grades. He has been sharing the course material and practices with this group from the very beginning of the course. During one of the meetings of the group on 28 February 2018, Mr Sharma took up one of the course's topics and organized a workshop. Dr Ajay Singh from SCERT, Uttar Pradesh shared the report with 31 DIETs. Thereafter, SCERT passed an order for the 33 course participants of the 2016 and 2017 batches to take up similar initiatives in their respective areas and form a Professional Learning Community (PLC) as has been formed by Mr Sharma.

It is learnt that five-six such PLCs are functioning and transacting LLF's 9-month course content for other members.



Mr. Sharma in a PLC workshop

III. KNOWLEDGE BUILDING AND SHARING

The Early Learning Programme Framework

The Ministry of Human Resource Development (MHRD), Government of India in collaboration with UNICEF decided to develop an 'early learning framework/package' including both early language and literacy and early numeracy to serve as a guide for states/UTs (henceforth called states) for designing their own early learning enhancement programmes. LLF was the implementing partner of this project. The final resource documents have been developed by LLF and shared with the Government of India and UNICEF.



ELP Consultation

Community of Learning and Practice (COLP)

A notable initiative in knowledge building and sharing has been the Community of Learning and Practices (COLP). In keeping with LLF's conviction of continuous professional development, it was envisaged that there should be mechanism to continue LLF's association with participants even after the courses got over. This helped in the continuation of the learning journey that LLF started with its participants as members of the community were expected to help, support and enrich each other's learning by creating new knowledge through experimenting and innovations and sharing their learning and practices on different aspects of education. A portal *Bhasha ki Duniya* (The World of Language) has been established through which we continue to be connected with the 2016 participants. There are also state-wise WhatsApp groups which serve as a mechanism for instant communication and sharing. Some state groups like those in Chhattisgarh, Uttar Pradesh and Haryana are quite active.

Resource Pack

The resource pack has been envisaged as a package consisting of a collection of handouts, video recordings, an activity booklet and a resource guide. This will equip teacher educators (and also teachers) in conducting training and in self-improvement in the classroom. The process of developing the resource pack was rolled out during 2017-18 starting with the development of seven videos of 3-5 minutes each on different ELL themes. These videos try and clarify the concepts through focusing on a strategy in an actual classroom scenario and supplementing this with an audio to highlight specific points that need to be observed; a summary is provided at the end.



Documentation of Good Practices

Participants of the 2016-17 ELL course were encouraged to adopt better teaching-learning practices, some of which they learnt during the course. The teachers were expected to improve the use of strategies related to early language and literacy while the teacher trainers were expected to better orient / train the other teachers owing to their in-depth understanding of the pedagogy. The documentation involved a visit to the concerned state, observing the practices and providing a written as well as video documentation of these.

States	No. participants whose practices were documented
Bihar	2
Chhattisgarh	14
Rajasthan	2
Uttar Pradesh	5

Staff Development

During 2017-18, LLF organized the following events:

	Event	Date
1	Interaction with Prof. Ramakant Agnihotri on 'How Children Learn Language in Early Grades'	28-June-17
2	Interaction with Mr. Gaurav Singh, CEO, 321 Education Foundation	5-Oct-17
3	Talk by Dr. Helen Abadzi on "Automize Word Recognition"	5-Feb-18
4	Talk by Dr. Shailaja Menon on LiRIL	20-Feb-18
5	Talk by Dr. Kirti Jayaram on her experience on early grade reading skill development	23-Feb-18
6	Talk by Prof. Venita Kaul, Director CECED, Ambedkar University	13-Mar-18



Talk by Dr. Helen Abadzi



Talk by Dr. Shailaja Menon



Talk by Prof. Venita Kaul

2017-18 HIGHLIGHTS

- Signed MoUs with three state governments – Haryana, Chhattisgarh and Rajasthan
- The 9-month distance learning course on ELL - Prarambhik Bhasha Shikshan - recognized as a Diploma Course by Pandit Sundarlal Sharma Open University, Chhattisgarh
- LLF involved in a review and strengthening of pre-service teacher education in Chhattisgarh and Uttar Pradesh
- Strengthening of state and district resource groups for better teacher support in teaching Hindi and implementing a demonstrative project covering 200 schools over two years in Haryana
- Formulation of ELP Framework for MHRD, Government of India & UNICEF.

OUR REACH (March 2018)

Category	Total
Teacher	16015
Academic Coordinators like CAC, BRCC	955
Teacher Educators like faculty of DIET, SCERT	39
NGO	37
Children	261270
Others	26

THE JOURNEY AHEAD.....

- Completing the development of short-term courses on Classroom Observations and Mathematics Word Problem
- Implementing the 3-month course on ELL for Cluster Academic Coordinators (CACs) in Chhattisgarh
- Supporting Govt. of Haryana in implementing the Hindi language Teaching - Learning Strategy in new districts
- Completing the Resource Pack
- Implementing the 'Early Language Development Programme' in 25 selected government Adarsh schools in Dungarpur district in Rajasthan
- Implementing the course on Multi-lingual Education (MLE)



ANNUAL ACCOUNTS

LANGUAGE AND LEARNING FOUNDATION
B-1/2, First Floor, Safdarjung Enclave, Africa Avenue, New Delhi-110029
Income & Expenditure Account for The Period Ended on 31.03.2018

			AMOUNT IN INR	
Particulars	SCHEDULE	F.Y. 2017-18	F.Y. 2016-17	
I. INCOME				
Grants	[11]	29,611,589.00	10,835,988.37	
Donations	[12]	1,300,000.00	500,000.00	
Course Fees		1,470,000.00	752,000.00	
Interest Income	[13]	153,125.00	80,092.39	
Other Income	[14]	725,300.00	180,000.00	
		33,260,014.00	12,348,080.76	
II. EXPENDITURE				
Programme Related Expenses				
Project CSF - Distance Learning on Early Language and Literacy	[15]	-	2,518,431.87	
Project CSF - Support for Early Language and Literacy	[16]	9,193,969.00	5,452,882.00	
Project TATA - Support for Early Language and Literacy	[17]	11,071,866.14	3,052,182.00	
Project UNICEF - Early Literacy and MLE Program	[18]	2,372,025.00	585,199.00	
Project RGSM - Capacity Building on Early language and Literacy	[19]	2,773,110.00	107,293.00	
Project RGSM - Preparatory	[20]	885,043.00	-	
Other Programme Expenditure	[21]	2,354,884.00	-	
Administrative Expenses	[22]	1,084.06	217,937.89	
Depreciation	[03]	174,508.00	229,468.00	
Less: Transferred to Asset Fund		142,186.00	108,262.00	
		32,322.00	121,206.00	
		28,684,303.20	12,055,131.76	
III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	4,575,710.80	292,949.00	
IV. EXCESS OF INCOME OVER EXPENDITURE				
TRANSFERRED TO GENERAL FUND		375,091.94	292,949.00	
TRANSFERRED TO PROJECT FUND		4,200,618.86	-	

Significant Accounting Policies and Notes to Accounts [29]
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :
S.SAHOO & CO.
CHARTERED ACCOUNTANTS
FR. No.: 322952E

For & on behalf:
LANGUAGE AND LEARNING FOUNDATION

CA. SUBHAJIT SAHOO, FCA, LLB
PARTNER
M. No.: 057426

Dr. Dhruv Jhingran
Managing Trustee

Uddalak Datta
Trustee

Date : 31.07.2018
Place : New Delhi

LANGUAGE AND LEARNING FOUNDATION
B-1/2, First Floor, Safdarjung Enclave, Africa Avenue, New Delhi-110029
Balance Sheet as at 31.03.2018

		<i>AMOUNT IN INR</i>	
Particulars	SCHEDULE	F.Y. 2017-18	F.Y. 2016-17
<u>SOURCES OF FUNDS</u>			
<u>I. FUND BALANCE</u>			
a> Corpus Fund	[01]	15,000.00	15,000.00
b> General Fund	[02A]	1,747,990.09	1,372,898.15
c> Project Fund	[02B]	4,200,618.86	-
d> Asset Fund	[03]	1,047,443.63	479,666.63
		<u>7,011,052.58</u>	<u>1,867,564.78</u>
<u>II. LOAN FUND</u>			
a> Secured Loans		-	-
b> Unsecured Loans		-	-
		<u>-</u>	<u>-</u>
TOTAL RS	[I + II]	<u>7,011,052.58</u>	<u>1,867,564.78</u>
<u>APPLICATION OF FUNDS</u>			
<u>I. FIXED ASSETS</u>			
a> Gross Block	[04]	1,510,880.63	800,917.63
b> Less: Accumulated Depreciation		414,955.00	240,447.00
c> Net Block		<u>1,095,925.63</u>	<u>560,470.63</u>
<u>II. INVESTMENTS</u>			
	[05]	4,899,177.00	562,161.00
<u>III. CURRENT ASSETS, LOANS & ADVANCES</u>			
a> Loans & Advances	[06]	271,193.00	113,476.00
b> Cash & Bank Balance	[07]	1,838,941.95	6,177,451.15
c> Other Current Assets	[08]	111,551.00	60,040.00
	A	<u>2,221,685.95</u>	<u>6,350,967.15</u>
<u>LESS: CURRENT LIABILITIES & PROVISIONS</u>			
a> Unspent Grant Balance	[09]	-	5,443,435.00
b> Current Liabilities	[10]	1,205,736.00	162,599.00
	B	<u>1,205,736.00</u>	<u>5,606,034.00</u>
NET CURRENT ASSETS	[A - B]	<u>1,015,949.95</u>	<u>744,933.15</u>
TOTAL RS	[I + II + III]	<u>7,011,052.58</u>	<u>1,867,564.78</u>

Significant Accounting Policies and Notes to Accounts [29]
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :
S.SAHOO & CO.
CHARTERED ACCOUNTANTS
FR. No.: 322952E

For & on behalf:
LANGUAGE AND LEARNING FOUNDATION

CA. SUBHAJIT SAHOO, FCA, LLB
PARTNER
M. No.: 057426

Dr. Dhirvir Jhingran
Managing Trustee

Uddalak Datta
Trustee

Date : 31.07.2018
Place : New Delhi

LANGUAGE AND LEARNING FOUNDATION
B-1/2, First Floor, Safdarjung Enclave, Africa Avenue, New Delhi-110029
Receipts & Payment Account for The Period Ended on 31.03.2018

			AMOUNT IN INR	
Particulars	SCHEDULE	F.Y. 2017-18	F.Y. 2016-17	
<u>RECEIPTS</u>				
Cash & Bank Balance b/d:		6,177,451.15	1,037,305.15	
FDs with Bank		562,161.00	260,050.61	
Grants	[23]	24,618,320.00	15,866,708.00	
Donations	[24]	1,300,000.00	500,000.00	
Course Fees		1,470,000.00	752,000.00	
Interest Income	[25]	223,342.00	80,092.39	
Other Income	[14]	725,300.00	180,000.00	
Loan & Advances	[26]	1,045,420.00	347,246.87	
		-		
		36,121,994.15	19,023,403.02	

II. PAYMENT

Programme Related Expenses

Project CSF - Distance Learning on Early Language and Literacy	[15A]	-	2,518,431.87
Project CSF - Support for Early Language and Literacy	[16]	9,193,969.00	5,452,882.00
Project TATA - Support for Early Language and Literacy	[17]	11,071,866.14	3,052,182.00
Project UNICEF - Early Literacy and MLE Program	[18]	2,372,025.00	585,199.00
Project RGSM - Capacity Building on Early language and Literacy	[19]	2,773,110.00	107,293.00
Project RGSM - Preparatory	[20]	885,043.00	-
Other Programme Expenditure	[21]	2,354,884.00	-
Administrative Expenses	[27]	1,084.06	119,366.44
Grant Refunded		559,585.00	
Non Recurring Expenses		-	185,700.00
Other Advances & Deposits	[28]	172,309.00	262,736.56
Cash & Bank Balance c/d:		1,838,941.95	6,177,451.15
FDs with Bank		4,899,177.00	562,161.00
		36,121,994.15	19,023,403.02

Significant Accounting Policies and Notes to Accounts [29]
The schedules referred to above form an Integral part of the Financial Statement.

For & on Behalf :
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Dr. Dhirvir Jhingran
Managing Trustee

Uddalak Datta
Trustee

Date : 31.07.2018
Place : New Delhi



COLLABORATIONS

STRATEGIC & FINANCIAL SUPPORT

Central Square Foundation

TATA Trusts

UNICEF India



TATA TRUSTS



IMPLEMENTATION PARTNERS

SCERT-Uttar Pradesh

SCERT Bihar

SCERT-Chhattisgarh

Rajiv Gandhi Shiksha Mission, Chhattisgarh

Pandit Sundarlal Sharma Open University (PSSOU), Chhattisgarh

Haryana School Shiksha Pariyojna Parishad, Haryana

Rajasthan Council of Secondary Education, Rajasthan

DIET, Dungarpur, Rajasthan



TECHNICAL PARTNERS

Organisation for Early Literacy Promotion (OELP)

Room to Read

STIR Education



RESEARCH PARTNERS

Early Literacy Initiative

University of Cambridge



OTHER DONORS

Late Satypal Mehta

TRUSTEES

Dr Dhir Jhingran, the Founder and Managing Trustee of Language and Learning Foundation, has worked in the primary education sector for almost three decades. He has led programs like DPEP and SSA both at state and national levels and has conceptualized and implemented early literacy programs in India and other countries in Asia and Africa. He has authored two books based on empirical researches in primary education and contributed to many books and journals. He is on the Advisory Boards of several reputed organizations in the education sector in India and outside.

Dr. Mahendra Kumar Mishra, Trustee, is a well-known folklorist with a passion for work with tribal groups in India and is recipient of Sahitya Academy Award in 1999. He has conceptualized, designed and implemented multilingual education programs in Odisha and Chhattisgarh. He has been part of many seminar and conferences on Folklore and Multilingual Education in China, South Korea, Thailand, and Nepal.

Mr. Sushant Verma, Trustee, has got over eighteen years of intensive experience in managing social development programs within areas such as education, public health, livelihood promotion, community development, disaster management, corporate social responsibility and women's empowerment. He has been awarded various National and International awards for outstanding contribution in the field of community initiatives.

Dr. Uddalak Datta, Trustee, has been working in the field of elementary education for last two decades - both for government programs and for non-profit sector- across India. His focus has been predominantly on quality of education with emphasis on issues with regard to disadvantaged communities through strategic planning, capacity building and research initiatives.

BIHAR



9 months course final face to face workshop

HARYANA



9 months course final face to face workshop

UTTAR PARDESH



9 months course second face to face workshop

CHHATTISGARH



9 months course final face to face workshop

RAJASTHAN



9 months course final face to face workshop